

## Mauldin Elementary

1194 Holland Rd.  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,096 Students	
<b>Principal</b>	Michael J. Parker	864-355-3700
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	44	10	0	0

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Average	No

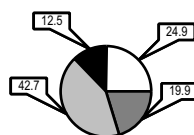
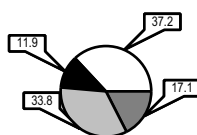
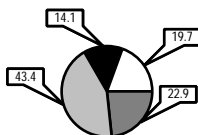
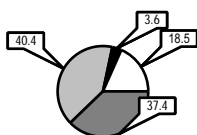
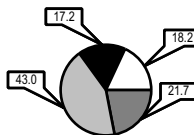
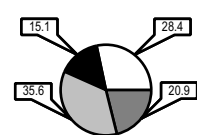
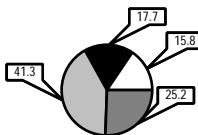
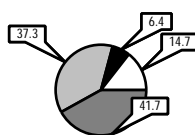
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	534	99.6	18.2	40.6	37.6	3.6	53.3	Yes	Yes
<b>Gender</b>									
Male	257	99.2	24.3	39.6	32.3	3.8	50.2		
Female	277	100.0	12.7	41.5	42.3	3.5	56.2		
<b>Racial/Ethnic Group</b>									
White	270	99.3	7.8	37.4	48.6	6.2	66.5	Yes	Yes
African American	197	100.0	34.8	42.5	22.1	0.6	34.3	Yes	Yes
Asian/Pacific Islander	23	100.0	9.1	31.8	54.5	4.5	77.3	I/S	I/S
Hispanic	41	100.0	15.6	56.3	28.1	0.0	43.8	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	474	99.8	13.6	41.1	41.4	3.9	58.2		
Disabled	60	98.3	54.5	36.4	7.3	1.8	14.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	534	99.6	18.2	40.6	37.6	3.6	53.3		
<b>English Proficiency</b>									
Limited English Proficient	19	100.0	14.3	78.6	7.1	0.0	35.7	I/S	I/S
Non-Limited English Proficient	515	99.6	18.3	39.5	38.5	3.7	53.8		
<b>Socio-Economic Status</b>									
Subsidized meals	196	100.0	31.2	43.4	25.4	0.0	32.9	Yes	Yes
Full-pay meals	338	99.4	11.2	39.1	44.1	5.6	64.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	535	100.0	19.7	43.4	22.9	14.1	54.6	Yes	Yes
<b>Gender</b>									
Male	257	100.0	19.4	41.8	24.5	14.3	56.5		
Female	278	100.0	19.9	44.8	21.5	13.8	52.9		
<b>Racial/Ethnic Group</b>									
White	270	100.0	10.8	40.5	29.0	19.7	72.2	Yes	Yes
African American	198	100.0	36.3	46.7	14.3	2.7	29.1	Yes	Yes
Asian/Pacific Islander	23	100.0	0.0	31.8	18.2	50.0	72.7	I/S	I/S
Hispanic	41	100.0	12.5	50.0	28.1	9.4	46.9	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	475	100.0	14.5	44.8	25.1	15.6	60.2		
Disabled	60	100.0	60.7	32.1	5.4	1.8	10.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	535	100.0	19.7	43.4	22.9	14.1	54.6		
<b>English Proficiency</b>									
Limited English Proficient	19	100.0	28.6	50.0	21.4	0.0	28.6	I/S	I/S
Non-Limited English Proficient	516	100.0	19.4	43.2	22.9	14.5	55.4		
<b>Socio-Economic Status</b>									
Subsidized meals	197	100.0	35.1	47.7	12.6	4.6	31.6	Yes	Yes
Full-pay meals	338	100.0	11.4	41.0	28.4	19.1	67.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	534	100.0	37.2	33.8	17.1	11.9	29.0
<b>Gender</b>							
Male	257	100.0	33.3	35.0	19.0	12.7	31.6
Female	277	100.0	40.8	32.7	15.4	11.2	26.5
<b>Racial/Ethnic Group</b>							
White	270	100.0	20.8	38.2	22.0	18.9	40.9
African American	197	100.0	59.1	28.7	8.8	3.3	12.2
Asian/Pacific Islander	23	100.0	22.7	27.3	31.8	18.2	50.0
Hispanic	41	100.0	50.0	34.4	15.6	0.0	15.6
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	474	100.0	32.7	35.4	18.8	13.2	32.0
Disabled	60	100.0	73.2	21.4	3.6	1.8	5.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	100.0	37.2	33.8	17.1	11.9	29.0
<b>English Proficiency</b>							
Limited English Proficient	19	100.0	57.1	35.7	7.1	0.0	7.1
Non-Limited English Proficient	515	100.0	36.6	33.7	17.4	12.2	29.6
<b>Socio-Economic Status</b>							
Subsidized meals	196	100.0	54.9	32.4	9.2	3.5	12.7
Full-pay meals	338	100.0	27.8	34.6	21.3	16.4	37.7

<b>Social Studies</b>							
All Students	534	100.0	24.9	42.7	19.9	12.5	32.4
<b>Gender</b>							
Male	257	100.0	25.7	40.5	16.0	17.7	33.8
Female	277	100.0	24.2	44.6	23.5	7.7	31.2
<b>Racial/Ethnic Group</b>							
White	270	100.0	13.5	41.3	26.6	18.5	45.2
African American	197	100.0	43.6	42.5	10.5	3.3	13.8
Asian/Pacific Islander	23	100.0	18.2	40.9	13.6	27.3	40.9
Hispanic	41	100.0	18.8	50.0	25.0	6.3	31.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	474	100.0	19.3	44.9	22.2	13.6	35.8
Disabled	60	100.0	69.6	25.0	1.8	3.6	5.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	100.0	24.9	42.7	19.9	12.5	32.4
<b>English Proficiency</b>							
Limited English Proficient	19	100.0	28.6	57.1	7.1	7.1	14.3
Non-Limited English Proficient	515	100.0	24.8	42.2	20.3	12.6	32.9
<b>Socio-Economic Status</b>							
Subsidized meals	196	100.0	38.2	45.7	11.6	4.6	16.2
Full-pay meals	338	100.0	17.9	41.0	24.4	16.7	41.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	173	99.4	13.0	24.7	50.0	12.3	62.3
	4	181	99.5	19.0	40.8	39.1	1.1	40.2
	5	179	99.4	29.0	53.3	17.2	0.6	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	156	100.0	17.1	31.5	43.2	8.2	51.4
	4	181	98.9	18.9	39.6	40.3	1.3	41.5
	5	197	100.0	18.3	47.8	31.7	2.2	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	173	99.4	18.0	50.3	26.1	5.6	31.7
	4	181	99.5	25.9	36.2	21.8	16.1	37.9
	5	179	100.0	23.5	43.5	20.0	12.9	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	156	100.0	19.9	48.6	20.5	11.0	31.5
	4	181	100.0	19.3	37.3	28.0	15.5	43.5
	5	198	100.0	19.3	44.9	20.3	15.5	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	156	100.0	37.0	39.0	17.8	6.2	24.0
	4	181	100.0	34.2	33.5	18.0	14.3	32.3
	5	197	100.0	39.2	30.1	16.1	14.5	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	156	100.0	23.3	49.3	17.1	10.3	27.4
	4	181	100.0	16.1	44.7	23.0	16.1	39.1
	5	197	100.0	33.3	35.5	19.9	11.3	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,096)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 92.8%	100.0%	100.0%
Retention rate	3.0%	Up from 2.5%	2.2%	3.0%
Attendance rate	96.8%	Up from 96.6%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%	Down from 1.3%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 1.3%	2.2%	3.2%
Eligible for gifted and talented	16.4%	Down from 18.0%	19.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Down from 8.1%	7.3%	8.2%
Older than usual for grade	0.8%	Up from 0.6%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 59)</b>				
Teachers with advanced degrees	49.2%	Down from 53.8%	56.6%	52.6%
Continuing contract teachers	78.0%	Down from 88.5%	86.4%	83.3%
Highly qualified teachers	96.6%	Down from 100.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	96.3%	Up from 95.7%	87.1%	87.0%
Teacher attendance rate	96.0%	Up from 95.7%	95.4%	95.0%
Average teacher salary	\$42,262	Up 0.2%	\$42,839	\$41,703
Prof. development days/teacher	8.7 days	Down from 10.5 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.4%	No change	90.8%	89.8%
Dollars spent per pupil*	\$4,224	Down 2.3%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	68.6%	Down from 72.1%	67.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.9%	Down from 93.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Below Average	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004/2005 school year was one of great challenge and success for Mauldin Elementary school. We began the school year with a new administration, who worked with students, parents, faculty and staff, and the Mauldin community to move forward in providing the best educational experiences possible for our students.

Our first challenge was refining the procedures for student arrival and dismissal, a major safety concern expressed by all of our stakeholders. Our plan of action resulted in safer traffic patterns and less traffic congestion around the school.

As a result of increases in student academic achievement on PACT, our school met requirements for Adequate Yearly Progress (AYP) in accordance with standards set under the No Child Left Behind legislation. This same academic achievement increased the improvement rating on our state report card.

During this school year, we developed a five-year strategic plan to guide the continued success of our students, and completed the process for accreditation through the Southern Association of Colleges and Schools (SACS). In this process, all stakeholders worked together to identify strengths and areas in need of improvement. Four goals were developed; two related to improving student achievement, one related to improving school climate, and one related to improving teacher quality.

Upgrading our book collection and encouraging students to read was a major initiative for our school this year. Through PTA funds, private donations, and school funds, we added more than 3300 books to our media center and upgraded our Accelerated Reader (AR) program. Our book circulation soared, with students checking out more than 50,000 books during the school year! Students earned more than 23,000 AR points through their reading, exceeding our school goal of 20,000 points!

Our school added or enhanced several other academic programs throughout this school year. Math Superstars, sponsored by PTA and General Electric, challenged students with high level math problems on a weekly basis. Spanish classes were offered after school to those students who wished to begin learning a foreign language. We also implemented the Advanced Achievement tutoring program in the mornings for students who qualified. The Advanced Achievement program utilizes both a math and language arts computer program, which is also made available to all students in their classrooms.

Our entire school community has worked hard this year to lay the foundation for the continued success of our students. We are proud of our accomplishments and we look forward to the challenges and successes that the future holds for our school.

Michael J. Parker, Principal  
Linda Rickert, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	56	161	132
Percent satisfied with learning environment	96.4%	81.9%	81.5%
Percent satisfied with social and physical environment	96.4%	75.6%	84.1%
Percent satisfied with school-home relations	98.2%	87.5%	72.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.